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“Sixty years ago I knew everything; now I know nothing; education is a progressive discover of our own ignorance.” _Will Durant

International Journal for the Scholarship of Teaching & Learning (IJ-SoTL)

(<http://www.georgiasouthern.edu/ijstol/>)



The CET publishes a peer-reviewed, international eJournal on the scholarship of teaching & learning with a strong, international review board. The inaugural issue will be published in January 2007. IJ-SoTL is to be an international vehicle for articles, essays, and discussions about the scholarship of teaching and learning (SoTL) and its applications in higher/tertiary education today. All submissions undergo a double-blind peer-review process.

The SoTL Commons: A Conference for the Scholarship of Teaching & Learning



(<http://www.georgiasouthern.edu/ijstol/conference/>)

The Center for Excellence in Teaching will host the inaugural “**The SoTL Commons**” conference on November 1 - 2, 2007, in the Nessmith-Lane building at Georgia Southern. The conference will bring together people engaging in SoTL and anyone wanting to improve student learning outcomes in higher education today. The conference epitomizes that college teaching is intellectual work that is enhanced both by disciplinary scholarship and the scholarship of teaching the disciplines (SoTL). The conference is to be a catalyst for SoTL as an evidence-based way to improve student learning.

“**Education is not preparation for life; education is life itself.**” _John Dewey

Recommended Online Article (brief)

The Scholarship of Teaching (Eileen Bender and Donald Gray)

<http://www.indiana.edu/%7Ercapub/v22n1/p03.html>

“Our work as university professors for a long time has been bedeviled by two injurious ideas. The first is that the demands of teaching and research are counterforces fiercely contending for control of our time... “The second idea is that we are curiously alone in our classrooms. We often imagine teaching as individualistic and self-directed, a sequestered event to which students are the only witnesses, and in which the professor is the only teacher. We think of students as being taught rather than as learning...”

“...we also have encountered those who, without questioning the centrality of teaching to the faculty mission, have not developed a degree of comfort with conceiving of it as scholarship. This may suggest we have yet fully to come to terms with this new paradigm and with its challenge to the professoriate to rethink and re-chart existing or imagined academic boundaries... In the scholarly classroom, guided by reflective practitioners, students are encouraged to become speaking subjects, and teaching becomes the object of ceaseless and generative inquiry. In this changing realm, scholar and student, joined in widening circles of learning, engage in a mutually illuminating and dynamic process, fueled by our collective desire to know.”

“**Never lose a holy curiosity.**” _Albert Einstein

For other opportunities and individual consultations contact the CET at 681-0049

The Learning Quest



New Faculty Bulletin

Center for Excellence in Teaching

Vol. 1, No. 1, September 2006

“**Who dares to teach must never cease to learn.**” _John Cotton Dana

Whether you are new to college teaching or not, the Center for Excellence in Teaching (CET) exists to support your professional development as teachers and scholars of learning who create significant learning experiences for your students. We encourage you to participate in the opportunities for faculty development that are available at Georgia Southern. All the Center’s services are voluntary, formative and confidential and are intended to be effective, applicable, and enjoyable.

_ Alan Altany, Director, CET

Center for Excellence in Teaching Site: <http://academics.georgiasouthern.edu/cet/index.htm>

Foundation for Faculty Development: The Scholarship of Teaching & Learning

The CET emphasizes the importance of the Scholarship of Teaching & Learning (SoTL) and its goals of improved student learning, teaching effectiveness, faculty development and the creation of a deeply collegial community of and for teaching and learning. SoTL is not simply individuals engaged in pedagogical research that is make public and reviewed, but has an expansive meaning as well. In that



view, SoTL is an attitude of questioning and inquiry about any aspect of the teaching - learning process, a curiosity about the results of pedagogical research and its implications for one’s own courses and students, a contemplative awareness of who one is as a professor and what it is that one is professing. The banyan tree with its ever-spreading canopy and its ever-expanding system of aerial roots is the symbol of the CET. SoTL is ground in which the roots of teaching and learning experiences, experimentations, innovations, research, collaboration, and dissemination grow. It is a tree of development that spreads and deepens simultaneously. All the services, presentations, events, resources, projects of the CET revolve around the SoTL understanding that teaching is not the purpose of our profession, but rather that teaching is a means to attain the goal of significant, critical, creative, practical and enduring student learning.

Professional Development Opportunities

Mentoring Program (Dr. Tom Case, Coordinator)

The University Mentoring Program pairs new tenure-track faculty members with established faculty. The emphasis is on the mentee’s professional development and the interpersonal relationship within the mentoring partnership. Consequently, mentors and mentees are encouraged to attend both professional development and social activities. For more information, contact Tom Case, Steve Bonham, or go to the Mentoring web site at <http://academics.georgiasouthern.edu/mentor/>.

“**The art of teaching is the art of assisting discovery.**” _Mark van Doren

Faculty Learning Communities (FLCS): <http://academics.georgiasouthern.edu/cet/flc.htm>

In its initial year, our Faculty Learning Community Program has grown to 11 FLCs for 2006–2007 with about 80 members. Faculty members of FLCs work collaboratively on topics of shared interest, apply what is learned in the FLC to one or more specific courses during the current academic year, and the FLCs disseminate their work and its results to campus colleagues. The FLC topics this academic year are as follows: **Assessing Student Learning | Teaching First Year Students | Scholarship of Teaching & Learning | Academic Integrity | Teaching Critical & Creative Thinking | Service Learning & Civic Engagement | Information Literacy | Chemistry Teaching Innovations | Department Chairs as Academic Leaders | Mathematics Modeling | Experiential Learning.** If you did not join an FLC this year, please plan on participating in one for 2007-2008.



“The mind is not a vessel to be filled, but a fire to be ignited.” _Plutarch

Featured Web Sites

Gallery of Teaching & Learning: <http://gallery.carnegiefoundation.org/>

“The Carnegie Foundation invites you to explore this interactive online gallery that presents knowledge of and experience in transforming and improving teaching and learning at many levels, documented by taking advantage of multimedia and network technology.”



How People Learn: <http://newton.nap.edu/html/howpeople1/index.html>

“Learning is a basic, adaptive function of humans... people are designed to be flexible learners and active agents in acquiring knowledge and skills... Recent research provides a deep understanding of complex reasoning and performance on problem-solving tasks and how skill and understanding in key subjects are acquired. This book presents a contemporary account of principles of learning...”

Classroom Assessment Techniques: <http://www.siue.edu/%7Ededer/assess/catmain.html>

“Classroom Assessment is a simple method faculty can use to collect feedback, early and often, on how well their students are learning what they are being taught. The purpose of classroom assessment is to provide faculty and students with information and insights needed to improve teaching effectiveness and learning quality.”

“In a time of drastic change it is the learners who survive; the ‘learned’ find themselves fully equipped to live in a world that no longer exists.” _Eric Hoffer

Reading Roundtable:

<http://academics.georgiasouthern.edu/cet/programs.htm#rr>

The Reading Roundtable is a faculty book discussion group. The book being read this fall by some 25 faculty members is Finkel’s *Teaching With Your Mouth Shut*. To participate in the spring to read and discuss Ken Bain’s *What the Best College Professors Do*, contact Ludy Goodson at the CET by November 15, 2006.



New Faculty Seminar Series, Fall 2006 [room 3302, CIT building]

Designing Courses Backward for Forward Student Learning [Sept. 11th, 3:30 - 4:40 pm]

Overview of Course Design in WebCT [Sept. 25th, 3:30 - 4:30 pm]

Creating a Learning-Centered Syllabus [Oct. 9th, 3:30 - 4:40 pm]

Assessing Your Own Teaching [Oct. 23rd, 3:30 - 4:30 pm]

Please register for each session by emailing or phoning (681-0049) Patricia at the CET, or register online at <http://academics.georgiasouthern.edu/cet/calendar.htm>. For more information, contact Raleigh Way at the CET.

“We think too much about effective methods of teaching and not enough about effective methods of learning.” _John Carolus

Desktop Faculty Development from Tomorrow’s Professor

(<http://ctl.stanford.edu/Tomprof/postings.html>)

New Faculty Talk About Stress: <http://ctl.stanford.edu/Tomprof/postings/186.html>

Advice for New Faculty: <http://ctl.stanford.edu/Tomprof/postings/194.html>

Faculty Careers: <http://ctl.stanford.edu/Tomprof/postings/359.html>

New Taxonomy of Learning: <http://ctl.stanford.edu/Tomprof/postings/274.html>

Approaches to SoTL: <http://ctl.stanford.edu/Tomprof/postings/281.html>

Student Intellectual Development: <http://ctl.stanford.edu/Tomprof/postings/405.html>

Learning How To Learn: <http://ctl.stanford.edu/Tomprof/postings/481.html>

Rethinking Critical Thinking: <http://ctl.stanford.edu/Tomprof/postings/510.html>

Assessing Student Learning: <http://ctl.stanford.edu/Tomprof/postings/428.html>

Habits of Successful Professors: <http://ctl.stanford.edu/Tomprof/postings/457.html>

“A good teacher is better than a spectacular teacher. Otherwise the teacher outshines the teachings.” _The Tao of Teaching

CFC Library

Good books are available for you to borrow from the CET Library to encourage reflection, conversations, research and applications in teaching & learning. The library is located in the CET on the first floor of the College of Information Technology building. Specific selections include **Learner-Centered Teaching: Five Key Changes to Practice** by Maryellen Weimer, **Creating Significant Learning Experiences** by Dee Fink, **Teaching With Your Mouth Shut** by Donald Finkel, **Balancing Acts: The Scholarship of Teaching and Learning in Academic Careers** by Mary Taylor Huber, **Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom** by John Bean, **Engaging the Online Learner: Activities and Resources for Creative Instruction** by Conrad & Donaldson, **Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning** by Huba & Freed, **Team-Based Learning: A Transformative Use of Small Groups in College Teaching**, edited by Michaelsen, Knight & Fink, and **Making the Most of College: Students Speak Their Minds** by Richard Light.



“The secret of education is respecting the student.” _Emerson

Creative Writing Circle

The purpose is to provide encouragement, constructive critiques, and camaraderie for creative writing projects. Examples of members’ projects include screenplays, essays, novels, and collections of poetry. The group follows a set of protocols for each writing project. All projects and reviews are treated with confidentiality. For more information about this writing circle, contact Ludy Goodson.

Focus on Excellence Lecture Series for Fall

October 3: “What is ‘Excellence in Instruction’ in a World of Multiple Stakeholders?”

Dr. Jack White, Room 1603, Nessmith-Lane Building (award for Instruction)

October 31: “Spineless Critters and Reef Ecology: A Tale of Two Latitudes”

Dr. Daniel Gleason, Room 1908, Nessmith-Lane Building (award for Research)

New Faculty Book Discussion

During New Faculty Orientation, each new faculty member was given a copy of Ernest Boyer’s **Scholarship Reconsidered: Priorities of the Professoriate**. Early in the spring semester, the CET would like to provide an opportunity for new faculty to gather to discuss the book. Thus, you are encouraged to read this very short book by January and make note of any comments or questions that could be asked at the gathering.

